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brother state officials, the judges; it starts at a stated minimum amount, and is increased by a stated percentage at stated periods until the maximum is reached; and after a few years of service he or his family is assured of a stated pension in case of his disability or death.

The details of all these regulations and conditions are given for both Germany and Austria, and in such a way as to make interesting reading at any point. Taken as a whole, the book presents by far the most complete and modern description of the secondary schools in these countries with reference to the status and duties of the secondary-school teachers. The first edition (1905) was eminently successful. This new and enlarged edition ranks even higher.

Die Oberrealschule und die Schulreformfragen der Gegenwart. Vortrag in der Festsitzung vom 10. Oktober, 1909, der Hauptversammlung des Vereins zur Förderung des lateinlosen höheren Schulwesens zu Kassel, gehalten von DR. ALEX. WERNICKE. Leipzig: Teubner, 1910. Pp. 40. M. 0.50.

In this address the writer first points out that in its original form the *Oberrealschule* was a technical school, and then discusses its character and function since it has become a school for general education by the substitution of instruction in the modern languages for classical studies. Of 297 cities in Prussia in which there is a complete (nine-year) secondary school, 191 have only the classical *Gymnasium*, with little or no opportunity for modern studies. Between 1898 and 1908 the number of Prussian *Oberrealschulen* increased from 28 to 75, and the number of *Realschulen* from 78 to 171. The graduates of these schools have taken high rank in the universities and the higher technical schools. The *Oberrealschule* meets actual needs now just as the *Gymnasium* met them in the past, when Latin was the language of law, theology, and general culture, and Greek the language of the world's wisdom.

JOHN FRANKLIN BROWN

NEW YORK CITY

Broad Lines in Science Teaching. Edited by F. HODSON. New York: Macmillan, 1910. Pp. xxxvi+267.

This book includes an introduction by Professor M. E. Sadler and twenty-one distinct essays by twenty different authors. Professor Sadler, in his introduction, makes the following very broad and general statement:

"What the classical renaissance was to men of the fifteenth and sixteenth centuries, the scientific movement is to us. It has given a new trend to education. It has changed the outlook of the mind. It has given a new intellectual background to life. It has therefore disturbed the old balance of studies. It has broken down a scholastic monopoly. It has made a new learning indispensable to all professional callings. It demands a new spirit and a new method of teaching. Its claims affect the whole field of education and every grade of school. They involve a revolutionary change."

Each of the authors seems to be inspired with the same zeal for emphasizing the importance of science in educational work. They have directed their remarks chiefly to the science work in the secondary schools, but the